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**GAMING
DISORDERS**

5. ENGAGING PARENTS AND GUARDIANS

Activity 3: Interactive group discussion



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1. Objectives

Session Goals and Importance of the Topic



**2. Recap on how to involve your
child - the most important thing!**

When you ask ChatGPT to generate two images, one in which a family deals with a child's gaming behaviour in a confrontational way and one in which they deal with it in a cooperative way, you get examples like the following:



Leaving aside the rather amusing 'fantasy' of AI, which of these images is more like your family situation? Or is it something completely different for you?

(Please share or discuss in pairs or in the group)

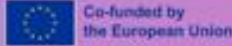
We have already talked a lot about signs of gambling addiction and how to work with your children to find solutions – a summary can be found on these two info posters:



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GAME ON OR GAME OVER?


How do I recognise whether my child is at risk of gambling disorders?


Real gambling disorders is a serious illness, but it is very rare! It is not easy to diagnose and the borderline to addiction cannot be clearly drawn. It is often a question of personal perspective, IT literacy, age and also the quality of the online game as to what is 'a lot' and what is 'too much'.


But be aware, several of the following symptoms persist and significantly impair daily functioning, it may indicate a gaming disorder.


 Loss of interest in non-gaming activities such as hobbies, sports, etc.


 Neglecting responsibilities and commitments in order to continue gaming


 Reduced participation in school and decline in academic performance


 Using gaming to cope with negative emotions and showing negative emotions when not successful in games

 Preoccupation with gaming and prioritising it over other activities

 Inability to control gaming time and difficulty stopping, even late at night

 Mood changes when not playing or when playing time is restricted (irritability, anxiety, depression, aggression)

 Social isolation and avoidance of family, friends or social events to spend more time gaming

 Physical symptoms such as headaches, eye strain, sleep disturbances, etc.



WHAT NEXT, IF THIS ALERTS ME?

Persistence of several of these symptoms and a significant impairment of daily functioning may indicate a gaming disorder. Early intervention and balanced habits can help address these issues. Please talk to your child or seek professional help by scanning the QR code.



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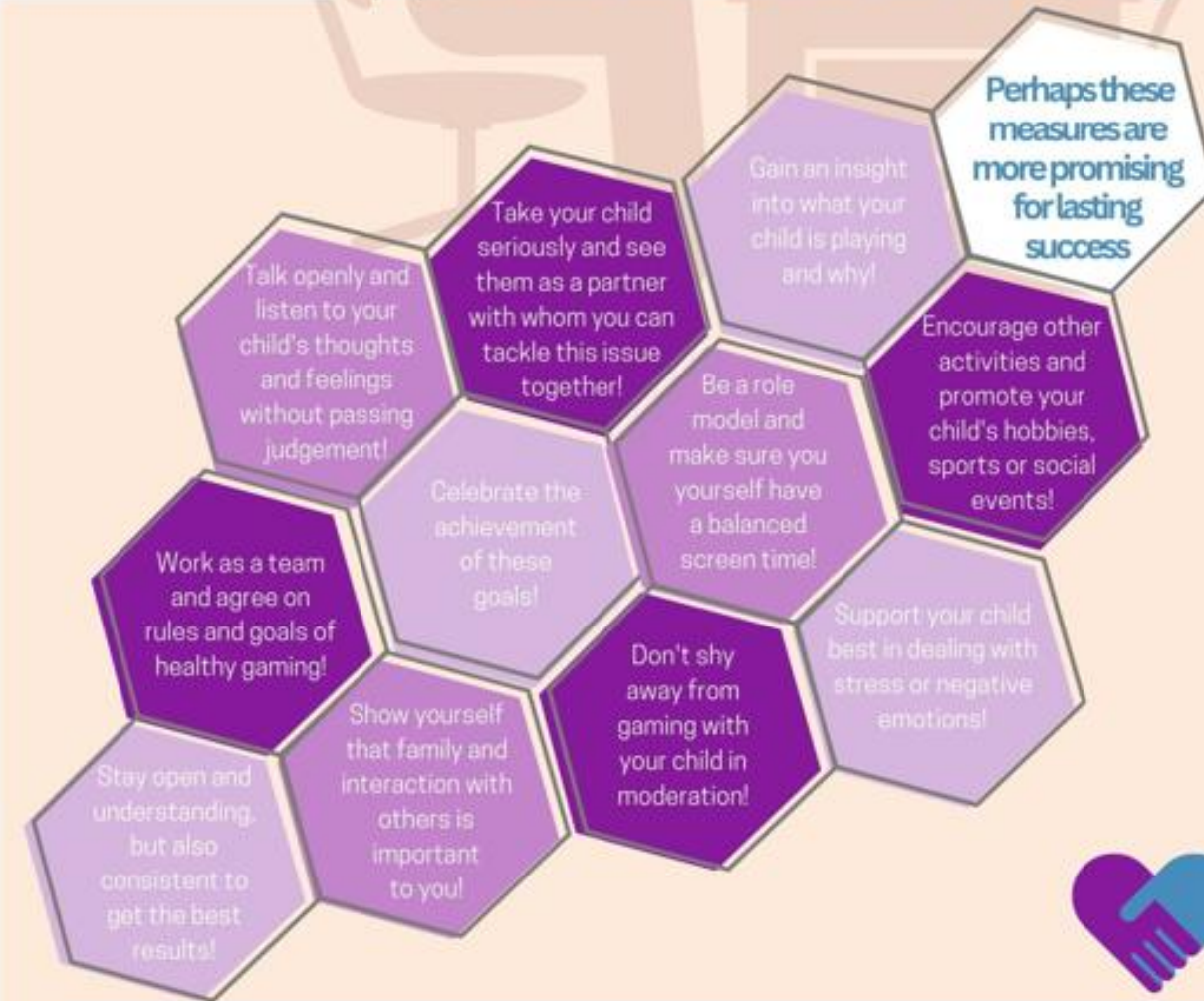
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GAME ON OR GAME OVER?

What is the best way to protect my child from gaming disorders?

Many parents feel helpless when confronted with their children's gaming behaviour, especially if they are at a 'difficult age'. However, don't underestimate how much you can support your child in reducing their online and play time. Often it is perhaps just the way in which you approach this topic with your children. Reproaches, prohibitions, and a lack of understanding usually do not lead to the desired result for young people, but instead cause frustration and stress for the whole family.



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Do you remember? Let's now do some hands-on activity ...

3. Why is my child gaming anyway?

Of course, every child is different, but on the whole, the reasons why children around the world play online are relatively similar and can be summarised as follows:



10 main gaming motives of children:



Fun and entertainment

The main reason is often the joy of playing. Children are looking for an exciting and entertaining pastime.



Friendship and social interaction

Many children play online to interact with friends, whether it's through playing games together or chatting within the games.



Competition

Some children love to compete with others and prove their skills in rankings or competitions.



Relaxation and stress relief

Online games offer an opportunity to switch off from everyday life and relax.

10 main gaming motives of children:



Curiosity and a sense of adventure

Children are attracted to new game worlds and experiences that they can discover online.



Fantasy and creativity

Games often offer children fantastic worlds to explore and allow them to be creative (e.g. by building or designing in games like Minecraft).



Reward systems

Many games use rewards such as points, medals or virtual goods to motivate children to keep playing.



Identification and role-playing

Children enjoy slipping into the role of characters or avatars and experiencing adventures from their perspective.

10 main gaming motives of children:



Trends and group affiliation

If friends or classmates are playing a particular game, children often want to be part of it and be able to join in the conversation.



Learning and challenge

Some children like games that offer puzzles or strategic challenges through which they can learn new skills.

Questions to discuss:

- What do you think of this list of reasons? Can you also see positive aspects of gaming on it?
- Are these also the reasons why your children play? What are their most important reasons? Or do you also have completely different reasons?

4. How to plan reduction of gaming time together with your child

If you want your children to game or spend time online less, it seems most sensible to address this together and set realistic goals! A jointly created, well-structured and transparent plan and agreement could be helpful... like this one:

Areas of improvement	Status quo (describe the current situation in bullet points! Focus on issues you want to change/improve)	What improvements do you want to achieve?				Agreed tasks for ...	Monitoring & evaluation of achievements	Reward
		Goals for Week 1	Goals for Week 2	Goals for Week 3	Goals for Week 4			
Amount of overall screen time	•	•	•	•	•	<u>Children:</u> • <u>Parents:</u> •	•	•
Amount of gaming time	•	•	•	•	•	<u>Children:</u> • <u>Parents:</u> •	•	•
Family obligations	•	•	•	•	•	<u>Children:</u> • <u>Parents:</u> •	•	•
Non-gaming hobbies, sports, etc.	•	•	•	•	•	<u>Children:</u> • <u>Parents:</u> •	•	•

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School obligations and performance	•	•	•	•	•	<u>Children:</u> • <u>Parents:</u> •	•	•
Other:	•	•	•	•	•	<u>Children:</u> • <u>Parents:</u> •	•	•
Other:	•	•	•	•	•	<u>Children:</u> • <u>Parents:</u> •	•	•



It is important to make this agreement together with your child! Try to work as a team to make improvements together!

**Before
you start,
please
bear in
mind!**



Choose one or more areas where you would like to see improvements! You can add as many areas as you like!



Be realistic and fair when setting goals! There is no point in being over-ambitious! Try to find compromises that both sides can live with!



Quantify your goals and be as precise as possible!

E.g. instead of "reduce playing time a little each week", say "reduce playing time by 15 minutes each week"; otherwise it is difficult to monitor the process and measure success!

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Be aware that changing behaviour may require action from both the parent and the child! For example, parents may also be asked to reduce their screen time to set a good example - or if a child is asked to spend more time with the family, appropriate activities may need to be provided!



Evaluate your progress regularly and take action if things aren't going right!



Achieving goals and improvements is success - and success needs to be celebrated! Don't forget to plan a reward - for both of you!



Exercise:

- Get into pairs or small groups and complete a full agreement! Be as accurate and realistic as possible!
- Present your agreements and action plans to the group. Discuss the pros and cons of the plans, their chances of success and how the children would react!
- How would you have reacted differently before taking the Gaming Disorders course?

6. Evaluation of the activity

<https://docs.google.com/forms/d/19amX67DNiSselSvZzw8FTQ0wCU6FsXFicSbLQHvDKJI/preview>





Thank you



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Activity

Parent-Child Agreement to Reduce Screen and Game Times



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GOOD LUCK!

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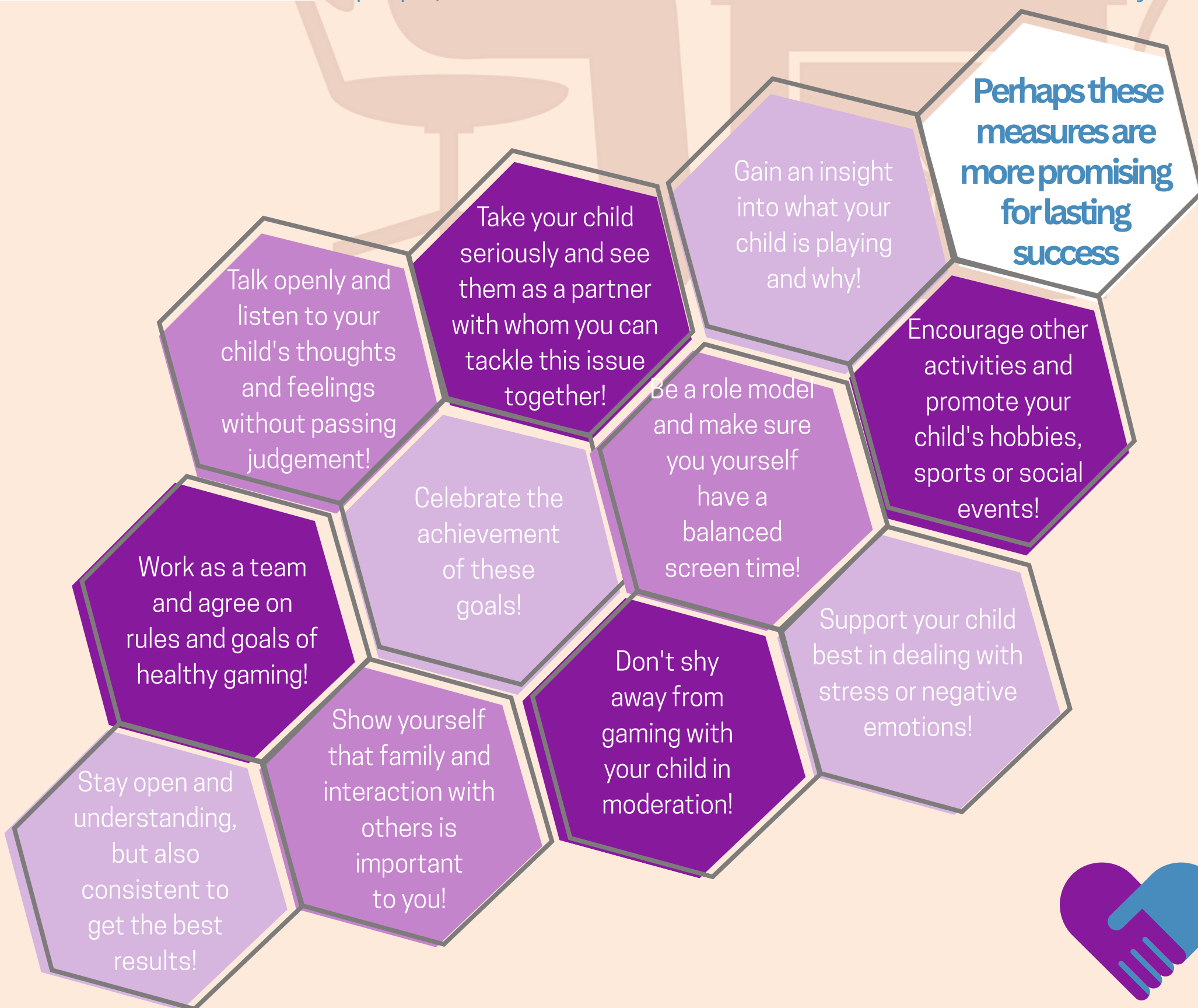
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Evaluation Form

Engaging Parents – Interactive Group Discussion



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Thank you for taking the time to participate in this evaluation questionnaire for the Gaming Disorders project. Your feedback is crucial to ensure that the resources and activities we have developed effectively meet their intended goals.

The purpose of this evaluation is to gather a broad overview of the materials and activities available within the project. This is not a test of your knowledge on the topic of gaming disorders; instead, we are keen to understand your perspective on the usability and effectiveness of the resources. Specifically, we are looking for your evaluation of:

- The ease of use of the materials
- Whether their structure, length, and depth align with the objectives of the activity

Your honest opinions and suggestions will help us refine and improve the materials to better serve the needs of our target audiences. We truly value your input and appreciate your time!

1. I am

- Teacher
 Parent
 Student

2. Country of Residence

- Austria
 Cyprus
 Ireland
 Germany
 Portugal
 Spain

3. School

SECTION 1: ACTIVITY

1.1. Did the activity cover the content that you were expecting? (If yes, proceed to Q3)

- Yes
 No

1.2. What further material were you expecting, or would have liked included, that were not covered?



1.3. Rate your understanding of the activity structure.

- 1 - Poor
- 2
- 3
- 4 – Excellent

1.4. Was the activity arranged in a clear and logical way?

- Yes
- No

1.5. How relevant was the subject matter?

- 1 - Poor
- 2
- 3
- 4 – Excellent

1.6. How would you rate the amount of material covered?

- 1 - Poor
- 2
- 3
- 4 – Excellent

1.7. Rate the quality of the examples provided.

- 1 - Poor
- 2
- 3
- 4 – Excellent

1.8. What are the strengths and weaknesses of this activity? Please explain.

SECTION 2: MATERIALS/RESOURCES

2.1. How consistent were the resources with the activity objectives?

- 1 - Poor
- 2
- 3
- 4 – Excellent



2.2. Did the material adequately explain the knowledge, skills, and concepts it presented?

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.3. Did any of the examples/activities/videos/quizzes help you gain a clearer understanding of the activity?

- Yes
- No

2.4. How would you rate the ease of navigation of the material presented?

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.5. Rate the amount of multimedia (audio and video) used in the course.

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.6. Rate the contribution of multimedia (audio and video) to the understanding of the activity.

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.7. Are there any comments you would like to make on ways to improve the activity material?

SECTION 3: FEEDBACK AND IMPACT

3.1. Which impact did this activity have on the way you perceive Gaming Disorders?



3.2. Has this training changed how you view your role in supporting students affected by gaming-related issues?

- 1 – Not at all
- 2
- 3
- 4
- 5 – Completely changed my perspective

3.3. Do you feel more empowered or better equipped to address gaming-related challenges at home?

- Yes
- No

3.4. Do you have suggestions for improving this training in future sessions?

SECTION 4: FINAL REMARKS

4.1. Rate the overall aesthetic of the activity content and materials.

- 1 - Poor
- 2
- 3
- 4 – Excellent

4.2. Based on this experience, would you recommend the activity and associated material? Why or why not?

Thank you for your feedback!